**Describing the Indescribable**

**Name: \_\_\_\_\_Samantha Lingle\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level:\_\_1st \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Estimated number of days lesson will cover: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Lesson Subject/Title:  Describing Objects |
| Performance Standards:  S1CS5. Students will communicate scientific ideas and activities clearly.  a. Describe and compare things in terms of number, shape, texture, size, weight, color,  and motion. |
| Lesson Objectives (What students will know and/or do) :  Students will indentify items out of a box and describe their texture, size weight, and color with 90% accuracy.  Enduring Understanding:  **N/A** |
| Essential Questions:  How do you describe an object?  What does it mean to compare an object? |
| Key Vocabulary:  Heavy: harder to pick up  Light: easier to pick up |

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| Time | Procedures | Differentiation | Materials/Resources | Assessment |
| 3 mins | Introduction/hook/activation of prior knowledge.  If you had to describe this cup of sand what could you say?  Have the students talk about where they might find the sand, what the color is, how it feels in their hands. Let them tell you what they already know. | **N/A** | * big class chart * Marker * Cup of sand |  |
| 5 mins  3 mins  10 mins | Instructional activities  Talk to the students and explain that we can describe things as heavy, light, rough, smooth, bumpy, sharp, describe colors etc.  Demonstrate/Model (if appropriate)  Take out a small piece of wood and a granite rock. Make them listen to you first. Describe how the rock is rougher than the wood and that it weighs more. Tell them that the wood is brown and the rock is dark grey, etc.  Guided Practice (if appropriate)  Do it again with a rock and a tennis ball. Have the students identify the differences and similarities aloud.  Independent Practice (if appropriate)  In groups (3-4) send the students off with different items in a shoe box. Have them compare the items like they did in group work. | **N/A** | * Big class chart * Marker * Granite rocks * Small pieces of wood * Tennis balls * Shoe boxes * Bouncy balls * Plastic cubes (the connector ones) * Plastic jar |  |
| 4 mins | Review and Closure  -walk around after students have had a chance to discuss the items with their groups. Ask them what they have noticed when comparing the two. Tell the students that the ones who had the best explanation of their comparisons will be able to share theirs with the group. This way you are assessing them and also using the students who worked the hardest as a closer for the rest of the class. | **N/A** |  |  |
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